

**A CASE STUDY OF TEACHING AND LEARNING WRITING OF THE  
ELEVENTH YEAR STUDENTS OF SMA N 1 CAWAS KLATEN IN  
ACADEMIC YEAR 2015/2016**

**S1 - Thesis**

**This Thesis is Presented as a Partial Fulfillment of the Requirement for  
Undergraduate Degree of English Education Study Program**



**By :**

**Name : WAHYU WIDAYATI**

**No : 1211202791**

**TEACHER TRAINING AND EDUCATION FACULTY**

**WIDYA DHARMA UNIVERSITY KLATEN**

**2016**

**APPROVAL**

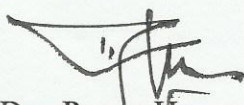
**A CASE STUDY OF TEACHING AND LEARNING WRITING OF THE  
ELEVENTH YEAR STUDENTS OF SMA N 1 CAWAS KLATEN IN  
ACADEMIC YEAR 2015/2016**

NAME : WAHYU WIDAYATI

STUDENT NO : 1211202791

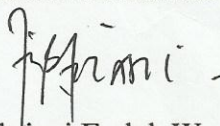
This thesis has been approved by:

First Consultant



Drs. Purwo Haryono, M. Hum.  
NIK. 690 890 155

Second Consultant



Fibriani Endah W., S.Pd., M.Pd  
NIK. 690 214 338

## RATIFICATION

### A CASE STUDY OF TEACHING AND LEARNING WRITING OF THE ELEVENTH YEAR STUDENTS OF SMA N 1 CAWAS KLATEN IN ACADEMIC YEAR 2015/2016

By:

NAME : WAHYU WIDAYATI

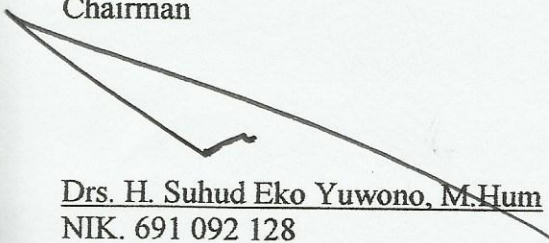
STUDENT NO : 1211202791

This thesis has been ratified by the Board of Examiners of Faculty Teacher  
Training and Education of Widya Dharma University on:

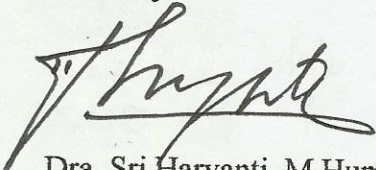
Day : Monday

Date : October 17<sup>th</sup> 2016

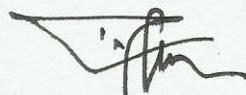
Board of Examiners  
Chairman

  
Drs. H. Suhud Eko Yuwono, M.Hum  
NIK. 691 092 128

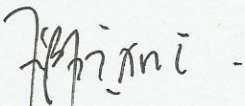
Secretary

  
Dra. Sri Haryanti, M.Hum  
NIP. 1961061918703 2 001

First Examiner

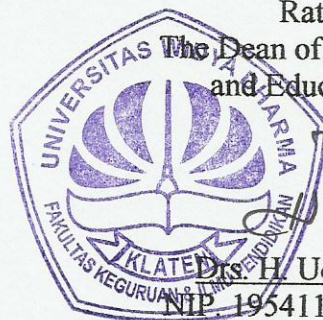
  
Drs. Purwo Haryono, M. Hum.  
NIK. 690 890 155

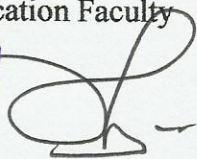
Second Examiner

  
Fibriani Endah W.,S.Pd.,M.Pd.  
NIK. 690 214 338

Ratified by:

The Dean of Teacher Training  
and Education Faculty



  
Drs. H. Udiyono, M. Pd.  
NIP. 19541124 198212 1 001

## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "*A Case Study of Teaching and Learning Writing of The Eleventh Year Students of SMA N 1 Cawas Klaten in Academic Year 2015/2016*".

It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, September 2016



Wahyu Widayati  
1211202791

## MOTTO

❖ *Allah (alone) is sufficient for us, and He is the best disposer of affairs for us*

*(QS. Ali 'imran: 172)*

❖ *Surely, after difficulty there is ease. So when you are free, work diligently and turn to your Lord with all your love.*

*(QS. Al Insyiroh: 6-8)*

❖ *Allah does not burden a soul beyond that it can bear*

*(QS. Al baqarah: 286)*

❖ *Allah will raise those of you who believe and those who have knowledge in position. Allah is aware of what you do.*

*(QS. Al Mujaadilah: 11)*

❖ *Seeking knowledge is a duty upon every Muslim.*

*(Hadits Sahih Sunan Ibn Majah)*

## PRESENTATION

This thesis is dedicated to:

1. Allah SWT for encouranging my soul and enthusiasm in finishing this paper.
2. My parents, Mom and Dad. Nothing in the world can express my sincere gratitude and love you so much.
3. My lovely siblings, Mas Tulus, Mas Wisnu - Mbak Ela, Mas Agung – Mbak Sagi. Thanks for loving and supporting me whatever, whenever and wherever they are.
4. My beloved friends. Febrong, Ayong whom help me so much in every condition. Pandiyem and Bundo whom always accompany and support me. Handa and mbak Ari who are in same struggle. I am very happy having you in my life.
5. My close friends, Sambalado. Gita, Sukek, Ria MJ, Tikuk, Cicix.
6. The English B friends and others in arms for those who involved in English S1 thesis, thanks for the support, help, togetherness, and friendship and I love you all.
7. My adorable nieces, Tata and Sasa. I love you so much.
8. All of my big family and friends that support me to finish the thesis.

## ACKNOWLEDGMENT

All praises are to Allah Who always gives His blessing upon the researcher in her life and enabled him to accomplish this thesis entitled “A Case Study of Teaching and Learning Writing of the Eleventh Year Students of SMA N 1 Cawas Klaten in Academic Year 2015/2016”. This thesis is written to fulfill one of the requirements to achieve the Undergraduate Degree of Education in English Education Study Program.

The writer deeply realizes that this thesis is prepared with so much help from others. So, in this chance, the writer would like to express her sincere gratitude and appreciation to:

1. Prof. Dr. H. Triyono, M. Pd., as the Rector of Widya Dharma University.
2. Drs. H. Udiyono, M.Pd., as the Dean of Teacher Training and Education Faculty.
3. Dra. Hj. Sri Haryanti, M. Hum., as the Head of English Education Study Program.
4. Drs. Purwo Haryono, M.Hum., as the first consultant, who has patiently and sincerely given guidance and advice from beginning of the thesis up to the completion of it.
5. Fibriani Endah. W., S.Pd., M.Pd., the second consultant, who has given motivation, guidance, and suggestion to write this thesis.
6. Suyanto., S.Pd., M.M. the headmaster of SMA N 1 Cawas, who has given the writer permission to hold the research in his institution.
7. Juarni, S.Pd., the English teacher of SMA N 1 Cawas, who gives much help to complete the research.

8. The lecturers of Widya Dharma University especially in English Department of Teacher Training and Education.
9. The students of XI MIA 1 SMAN 1 Cawas.

The writer is really aware that this thesis is far from being perfect because of her limited knowledge and experience. Therefore, the writer will receive with thanks the criticism and suggestion for the sake of perfection of this thesis.

Finally, the writer deeply hopes that this thesis can be a real contribution to the improvement of teaching English in Indonesia.

Klaten, September 2016

The writer



## TABLE OF CONTENT

<b>TITLE PAGE</b> .....	i
<b>APPROVAL PAGE</b> .....	ii
<b>RATIFICATION</b> .....	iii
<b>PRONOUNCEMENT</b> .....	iv
<b>MOTTO</b> .....	v
<b>PRESENTATION</b> .....	vi
<b>ACKNOWLEDGMENT</b> .....	vii
<b>TABLE OF CONTENT</b> .....	ix
<b>THE LIST OF APPENDIX</b> .....	xii
<b>THE LIST OF ABBREVIATION</b> .....	xiii
<b>ABSTRACT</b> .....	xiv
<b>CHAPTER I INTRODUCTION</b>	
A. The Background of the Study.....	1
B. The Reason for Choosing the Topic .....	7
C. The Limitation of the Study .....	7
D. The Problem of the Study.....	8
E. The Aim of the Study.....	8
F. The Use of the Study.....	9
G. The Clarification of the Key Terms .....	9
H. The Organization of the Study.....	11

## **CHAPTER II THE REVIEW OF RELATED LITERATURE**

A. The Definition of Writing.....	12
B. The Function and Purpose of Writing .....	15
C. The Importance of Writing .....	18
D. Writing Technique .....	22
E. Teaching Writing .....	27
1. Types of Performance .....	28
2. The Principles in Teaching Writing .....	32
3. Micro and Macro Skills of Teaching writing .....	35
4. The Problems of Teaching and Learning Writing .....	37
F. Teaching and Learning Writing in Senior High School.....	45
1. Preparation.....	45
2. Material.....	46
3. Teaching and Learning Activity .....	47
4. Evaluation.....	51

## **CHAPTER III THE RESEARCH METHOD**

A. The Meaning of Research Method.....	52
B. The Strategy of the Research.....	53
C. The Data and the Source of Data.....	56
D. The Technique of Collecting the Data .....	58
E. The Validity of the Data .....	60
F. The Technique of Analyzing the Data .....	63

**CHAPTER IV THE RESULT OF THE RESEARCH**

A. The Analysis of the Data ..... 66

B. The Discussion of the Findings ..... 84

**CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion ..... 92

B. Suggestion ..... 94

**BIBLIOGRAPHY** ..... 95

**APPENDIX**

## **THE LIST OF APPENDIX**

Appendix 1. Field Note1 of Observation

Appendix 2. Field Note 2 of Observation

Appendix 3. List of Interview 1

Appendix 4. List of Interview 2

Appendix 5. Table of Field Note Observation 1

Appendix 6. Table of Field Note Observation 2

Syllabus

Lesson Plan

The Students' Material

The Research Permission Letter from BAPPEDA

The Research Letter from School

The Photos

## **THE LIST OF ABBREVIATION**

1. Doc. :Document
2. FN. :Field Note
3. I. :Interview
4. S : Syllabus
5. LP. :Lesson Plan
6. Obv. :Observation

## ABSTRACT

**WAHYU WIDAYATI. No. 1211202791.** English Education Study Program, The Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2016. Thesis: A CASE STUDY OF TEACHING AND LEARNING WRITING OF THE ELEVENTH YEAR STUDENTS OF SMA N 1 CAWAS KLATEN IN ACADEMIC YEAR 2015/2016

The research aims at describing the process of teaching and learning writing of SMA N 1 Cawas in academic year 2015/2016, describing the problems of teaching and learning writing of the eleventh year students of SMA N 1 Cawas in academic year 2015/2016, and describing the solution of the problems of teaching and learning writing of the eleventh year students of SMA N 1 Cawas in academic year 2015/2016.

The strategy of this research is qualitative research. The data are the observation, interview and documentation of the activities in the teaching and learning writing English done by the eleventh year students of SMA N 1 Cawas Klaten in academic year 2015/2016. The sources of the data are event, informants and the document related with teaching and learning writing. The technique of collecting the data are observation, interview and documentation. The researcher analyzes data by using interactive model.

After analyzing the data, the researcher finds: 1) The process of teaching and learning English writing of the eleventh year students of SMA N I Cawas Klaten in the academic year 2015/2016 is started from the preparation, opening, main which consist of giving material and evaluating, and closing activities. The teacher uses several methods and media in teaching and learning writing in the classroom. 2) The factors causing the problems are the lack of practice of the students, Teacher's method and media, and the students' behavior. 3) There are some solutions of the teacher to solve the problem. The teacher gives motivation and advice, uses many classroom activities and interesting media and pays attention to the students behavior who have difficulties.

***Key words:*** case study, teaching and learning, writing.

## CHAPTER I

### INTRODUCTION

#### A. The Background of The Study

English is an international language. As an international language, it is very important to be learnt. It is used for communicative or academic purposes. There are many books and other information sources of knowledge are written in English. Regarding of that, people must be able to use English to compete themselves or they will be left from science and technology information. Furthermore, English is one of the keys in international relations because a lot of people in the world are able to communicate in English. Because of the importance of English, the government decided to make English as one of the main subjects to be learnt by the students. Therefore, English is the foreign language that is learned in Indonesia.

In teaching and learning English in Indonesia, a teacher must adjust with the curriculum used nowadays. The curriculum used nowadays has been ruled in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia* no. 160 in 2014 *tentang Pemberlakuan Kurikulum Tahun 2006 dan Kurikulum 2013* as follows:

*“Satuan pendidikan dasar dan pendidikan menengah yang melaksanakan Kurikulum 2013 sejak semester pertama tahun pelajaran 2014/2015 kembali melaksanakan Kurikulum Tahun 2006 mulai semester kedua tahun pelajaran 2014/2015 sampai ada ketetapan dari Kementerian untuk melaksanakan Kurikulum 2013”* (section 1).

*“Satuan pendidikan dasar dan pendidikan menengah yang telah melaksanakan Kurikulum 2013 selama 3 (tiga) semester tetap menggunakan Kurikulum 2013”* (section 2 on the verse 1).

Based on the quotation above, it means that there are 2 curricula that applied together. Some schools that apply curriculum 2013 for 1 semester should be back to curriculum 2006. Furthermore, in the section 4, it is stated that “*Satuan pendidikan dasar dan pendidikan menengah dapat melaksanakan Kurikulum Tahun 2006 paling lama sampai dengan tahun pelajaran 2019/2020*”. The curriculum will be suspended until in the academic year 2019/2020. Meanwhile, the school which has been running for three semesters to use curriculum 2013 is asked to use the curriculum 2013.

In curriculum 2013, English becomes a main lesson that must be learnt by the students. It is mentioned in *Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Nomor 69 Tahun 2013 Tentang Kerangka Dasar Dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah* that English is categorized as A Subject. A subject is a category of obligated subject that must be learnt in senior high school. The subjects that are included as A subjects are *Pendidikan Agama dan Budi Pekerti, Pendidikan Pancasila dan Kewarganegaraan, Bahasa Indonesia, Matematika, Sejarah Indonesia, and Bahasa Inggris*. The material of each lesson has been ruled in the content standard. As regulated on *Peraturan Menteri Pendidikan dan Kebudayaan No. 64 tentang Standar Isi Pendidikan Dasar dan Menengah* section 1 verse 1 in 2013, that *Standar Isi untuk Pendidikan Dasar dan Menengah yang selanjutnya disebut Standar Isi mencakup lingkup materi minimal dan tingkat kompetensi minimal untuk mencapai kompetensi lulusan minimal pada jenjang dan jenis pendidikan tertentu*.



The content standard for elementary school until senior high school which is called the content standard is to achieve the minimum graduation competence in each grade and kind of education particularly. Furthermore, here is the meaning of content standard which is attached in *Peraturan Menteri Pendidikan dan Kebudayaan No. 64 tentang Standar Isi Pendidikan Dasar dan Menengah* in 2013, that *Standar isi merupakan kriteria mengenai ruang lingkup materi dan tingkat kompetensi peserta didik untuk mencapai kompetensi lulusan pada jenjang dan jenis pendidikan tertentu.*

The materials and competence level are covered in the content standard. The content standard in each education level must be defined to every subject. The content standard in learning English is mastering four skills. The skills of learning English for senior high school consist of listening, speaking, reading, and writing. In other words, the students study English by mastering the four basic skills in English. They are listening, speaking, reading and writing. It is appropriate to *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 59 in 2014 Tentang Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah* that “... rumusan Standar Isi (SI) Bahasa Inggris yang dikembangkan berdasarkan dimensi keterampilan saja (rumusan diarahkan pada pengembangan keterampilan mendengarkan, berbicara, membaca, menulis) ...”

The first is mastering listening skill. This skill concerns with the sound that they have to listen. It is the ability to understand what they listen to. Nation and Newton (2009: 3) state that in listening, the learners' main focus and interest should be on understanding, and gaining knowledge or enjoyment what

they listen to. The second is mastering speaking skill. In this step, they try to practice what they listen, write and read orally. Nation and Newton (2009: 111) point that all kinds of activities used are to draw on explicit knowledge of the language in their spoken production. Then, the students should be able to pronounce the words correctly. Derwing and Munro (2005) in Nation (2009: 75) state that having a good pronunciation of the language can help in normal communication, particularly intelligibility. The third is mastering reading skill. It can be a means of increasing learners' knowledge of language features and their control of reading strategies (Nation, 2009: 25). Usually they start learning this skill when they study in kindergarten or elementary school. It can be mastered by accustoming to read an English article. The fourth skill is mastering writing skill. It emphasizes the communication of messages and expects the learners gradually to approximate normal writing over a period of time (Nation, 2009: 5). It is not about their handwriting whether it is good or not but their writing quality, how they convey the messages in their handwriting and also how they construct their sentence structure. In other words, the most important is the legibility of the handwriting to the quality of the ideas and their organisation. Those are four skills which should be mastered by the learners.

As a part of English skill, writing should be mastered by the learners as the teaching goal stated. The students must be able to express their ideas into a writing in order to behave the students to be critical thinking. It is important for the students to communicate their messages or express their minds and ideas through writing because expressing the ideas and conveying the messages are not only done by speaking. The most important in learning writing is the

learners would be able to plan and rethink what they want to communicate in written form. Students need to know how to write letter, article, how to tell their experience and so on through writing. Those are the importance of learning writing as a language skill.

Harsyaf et al (2009: 4), state that writing skill is an important language skill because it is a productive skill that shows how skillful the students are in writing and discovers the talented students in this field. In addition, writing is a way that a student can express his ideas or thoughts on the paper. Moreover, recently people prefer the written form of communication in accessing information than the oral communication. It is clear that writing is important but the teaching writing not successfully yet.

In fact, teaching English writing is not easy. The learners repine that writing English is difficult. It is because there are many differences between their native languages with English such as the spelling and the rules of grammar in English. If the learners have lack of spelling skills, they will avoid to use words that are difficult to spell. The other difficulties are some learners are able to say what they want to write but have difficulty in putting it into written form. They have problems in translating their ideas into text. Some learners can do this but very slow. So, they have lack of fluency in turning ideas into text.

According to Richards and Renandya (2002: 303) writing is most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Moreover, the difficulty of the foreign language learners to write is they have to

pay attention on format, sentence structure, vocabulary, punctuation, and spelling.

The punctuation is also a common problem for the learners. They usually forget to add punctuation in their composition. For example, they do not write a full stop mark (.) which should be placed at the end of a declarative sentence. It might be a little mistake but it must be paid attention by the teacher so that the learners are able to create a composition perfectly.

Through the pre-observation in SMA N 1 Cawas, the researcher found that the students have difficulties in learning writing. They have lack of idea to write. They open their book again and again to find how to compose although the teacher has explained the materials. The students discuss what they should write down. They also talk about what the other has written down so they can cheat the ideas to get their own ideas. Sometimes, they cheat to each other so they write the same composition. Indeed, they use internet to write a composition. They copy an article in the internet and write it down to be collected to their teacher. Those are the students did in a writing class. It means that they have a serious problem in writing.

Based on the background above the writer conducts a case study. Case study is a study for investigating a phenomenon. Here, the phenomenon is the teaching and learning of English writing. It means that the writer wants to investigate the teaching and learning of English writing process. Furthermore, the writer conducted of research paper entitled *A Case Study of Teaching and Learning Writing of the Eleventh Year Students of SMA N 1 Cawas Klaten in Academic Year 2015/2016*.

## **B. The Reason for Choosing the Topic**

The reasons why the writer chooses this title are:

1. Writing is one of the important skills that must be mastered by Senior High School students but the students still have many difficulties to write down. Whereas, they must master it as the most important skill in order that they have linguistic proficiency.
2. An appropriate teaching technique should be provided to cope the difficulties of learning writing. So, the students can understand how to write down their ideas then they can improve their writing skill. By having appropriate teaching method, the objective of teaching and learning will be achieved.
3. Writing is an important part of communication. The students must be able to present their ideas in the written form. Having good writing skills allow the students to communicate their message easily and clearly. In job affair, the students need to write an application letter, Curriculum Vitae, resume or many kinds of communication in written form.

## **C. The Limitation of the Study**

Based on the description above, the writer limits the study. The study is focused on:

1. The process of teaching and learning writing of the eleventh year students of SMA N 1 Cawas in academic year 2015/2016.
2. The factors which cause the problems found in the teaching and learning writing of the eleventh year students of SMA N 1 Cawas in academic year 2015/2016.

3. The solution to solve the problems found in the teaching and learning writing of the eleventh year students of SMA N 1 Cawas in academic year 2015/2016.

#### **D. The Problem of the Study**

In this research, the writer would like to present the problem of the study that can be formulated as follows:

1. How is the process of the teaching and learning writing of the eleventh year students of SMA N 1 Cawas in academic year 2015/2016?
2. What are the factors which cause the problems found in the teaching and learning writing of the eleventh year students of SMA N 1 Cawas in academic year 2015/2016?
3. What are the solutions to solve the problems found in the teaching and learning writing of the eleventh year students of SMA N 1 Cawas in academic year 2015/2016?

#### **E. The Aim of the Study**

The aims of the study are as follows:

1. To describe the process of teaching and learning writing of the eleventh year students of SMA N 1 Cawas in academic year 2015/2016.
2. To describe the factors which cause the problems in the teaching and learning writing of the eleventh year students of SMA N 1 Cawas in academic year 2015/2016?
3. To describe the solution to solve the problems that found in the teaching and learning writing of the eleventh year students of SMA N 1 Cawas in academic year 2015/2016.

## **F. The Use of the Study**

The researcher has the use of the study that can be classified as follows:

### **1. Theoretical Use:**

The study can be used to enrich the knowledge of teaching writing theory in senior high school.

### **2. Practical Use:**

- a. The study can be used to give description of the students and the teacher activities during the teaching and learning writing process in the eleventh year students of SMA N 1 Cawas in academic year 2015/2016.
- b. The study can be used to recommend the teacher to improve the technique of teaching writing in senior high school.
- c. The study can be used to overcome problems found in learning English writing by the students.

## **G. The Clarification of the Key Terms**

To give clear understanding about technical terms in the title, the writer would like to clarify the definition of the terms as follows:

### **1. Case Study**

According to Yin (2009: 1) case study is one of the research methods related with the social sciences. Commonly, case study is a proper strategy in a research related to the question of how or why, if the researcher only has a little chance to control the research events, and when the research lie in the contemporary phenomenon in the real life. Sutopo (2006: 137) states that case study is giving description about the condition of a case with the reality of the situation in the field of the study.

In this research, case study is one of the research methods that give description about the condition of a case with the reality of the situation in the process of teaching and learning English writing of the eleventh year students of SMA N 1 Cawas Klaten.

## **2. Teaching and Learning**

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning (Brown, 2000: 7).

Learning is acquiring or getting of a knowledge of a subject or a skill by study, experience or instruction (Brown, 2000: 7).

In this study, teaching and learning is guiding and facilitating learning, enabling the learners to learn in setting the condition for learning writing of the eleventh year students of SMA N 1 Cawas Klaten in academic year 2015/2016.

## **3. Writing**

Harsyaf el at (2009:3) say that writing is transforming thoughts into language; it means that we need to think about the content of our writing first and then arrange the ideas using appropriate language (e.g. grammar and vocabulary).

Meanwhile, Nunan (2003: 88) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to reader.

In this study, writing means the mental activity of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph which use appropriate language (e.g. grammar and vocabulary) of the eleventh year students of SMA N 1 Cawas Klaten in academic year 2015/2016.



## **H. The Organization of the Study**

The give clear understanding about the content, the writer would like to clarify the terms. The study consists of five chapters as follows:

Chapter I deals with introduction. It consists of the background of the study, the reasons for choosing the topic, the limitation of the study, the statement of the problem, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II deals with review of related literature consisting of the meaning of writing, the function and purpose of writing, the writing technique and the teaching and learning writing in senior high school.

Chapter III deals with the research method. It consists of the meaning of research method, the strategy of the research, the data and the source of data, the technique of collecting the data, and the technique of analyzing the data.

Chapter IV deals with the result of the study. It consists of the analysis of the data and the discussion of the findings.

Chapter V deals with conclusion, and suggestion.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher discuss the conclusion, and the suggestion of teaching and learning writing of the eleventh year students of SMA N 1 Cawas Klaten in academic year 2015/2016. The discussion is as follows.

#### **A. Conclusion**

After the researcher analyzes the result of observation, interview with the informants, and document of teaching and learning writing of the eleventh year students of SMA N 1 Cawas in academic year 2015/2016, the writer can get the information about the teaching and learning writing. In this discussion, the researcher draws conclusions concerning with the teaching and learning writing skill of the eleventh year students of SMA N 1 Cawas in academic year 2015/2016 based on the problem stated. They are (1) How is the process of the teaching and learning writing of the eleventh year students of SMA N 1 Cawas in academic year 2015/2016? (2) What are the factors which cause the problems found in the teaching and learning writing of the eleventh year students of SMA N 1 Cawas in academic year 2015/2016? (3) What are the solutions to solve the problems found in the teaching and learning writing of the eleventh year students of SMA N 1 Cawas in academic year 2015/2016?

Based on the analysis of English teaching and learning writing in the eleventh year students of SMA N I Cawas Klaten, the writer concludes that

the teaching and learning writing in the eleventh year students of SMA N I Cawas Klaten is as follow:

### 1. Teaching and Learning Writing Process

The process of teaching and learning English writing of the eleventh year students of SMA N I Cawas Klaten in the academic year 2015/2016 is started from the preparation until evaluation. In preparation, the teacher prepares the material in lesson plan before teaching writing. Lesson plan is arranged based on syllabus. The teacher arranges the sequence of activities starting from opening, main and closing activities. In the opening activity, the teacher greets the students and the teacher checks the students' absence. In main activity, the teacher uses some methodology and media in teaching and learning writing so the students feel fun and interested in studying English. In the closing activity, the teacher uses evaluation to measure the students' understanding about material.

### 2. The Factors Which Cause the Problems

In teaching and learning writing of the eleventh year students of SMA N 1 Cawas, the teacher and the students get obstacles in the classroom. Based on the observation and interview, the factors caused the problems are the lack of practice of the students, Teacher's method and media and the students' behavior.

### 3. The Solution of the Teacher to Solve the Problems

The teacher's solution to solve the problem in teaching and learning writing of the eleventh year students of SMA N 1 Cawas is the

teacher the teacher gives motivation and advices to inactive the students, the teacher uses many classroom activities and interesting media, so the students feel comfortable to join the lesson, and the teacher pays attention to the students behavior that seem do not take the material easily, so she would observes what she want to do with them. It is to make them be able to understand every material.

## **B. Suggestion and Recommendation**

In this point of discussion, the researcher would like to give suggestion for both the teachers and the students.

### 1. To teacher

The teacher should always motivate the students to improve their willingness to study harder, improve their self-confident and ability of writing. It is better for the teacher to use more creative media and various interesting activities in teaching and learning process. So, the activities are not to be monotone. The teacher should ask the students to practice writing more often. So, habituating to practice more, the students can enrich their ability such as vocabularies, spelling, translation as well as tenses.

### 2. To students

The students should be more active to study and practice their four language skills, especially in writing. They have to look for the difficult words in dictionary to enrich their vocabulary, and practicing English at school and at home to master English ability. It is better for the students to control themselves, not to keep talking during the lesson, so they can pay more attention to the lesson.

## BIBLIOGRAPHY

- Arikunto, Suharsimi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rinerka Cipta.
- Badger, Richard and Goodith White. 2000. *A Process Genre Approach To Teaching Writing, Elt Journal*. Oxford University Press.
- Brown, H. Douglas. 2000. *Principles Of Language Learning and Teaching*. White Plains, Ny: Addison Wesley Longman Inc.
- \_\_\_\_\_. 2001. *Teaching By Principal: An Interactive Approach To Language Pedagogy*. White Plains, NY: Addison Wesley Longman Inc.
- Celce–Murcia, Marianne. 2001. *Teaching English as a Second or Foreign Language (Third Edition)*. Boston: Heinle & Heinle.
- Davies, Paul and Pears Erics. 2000. *Success in English Teaching*. New York: Oxford University Pers.
- Depdikbud. 2013. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 64 2013 Tentang Standar Isi Pendidikan Dasar dan Menengah*. Jakarta: CV. Mini Jaya Abadi
- \_\_\_\_\_. 2013. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 65 2013 Tentang Standar Proses Pendidikan Dasar dan Menengah*. Jakarta: CV. Mini Jaya Abadi
- \_\_\_\_\_. 2013. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 69 2013 Tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*. Jakarta: CV. Mini Jaya Abadi
- \_\_\_\_\_. 2014. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia. No. 59 2014 Tentang Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah*. Jakarta: CV. Mini Jaya Abadi
- \_\_\_\_\_. 2014. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 160 2014 tentang Pemberlakuan Kurikulum Tahun 2006 dan Kurikulum 2013*. Jakarta: CV. Mini Jaya Abadi.
- Fauziati, Endang. 2002. *Teaching of English As A Foreign Language (TEFL)*. Surakarta. Muhamadiyah University Press.
- Graves, Donald, H. 1978. *Balance The Basics: Let Them Write*. New York: Ford Foundation

- Hadi, Sutrisno. 2001. *Methodology Research I*. Yogyakarta: Yayasan Penerbitan Fakultas Psikologi UGM.
- O'Malley, J.M., and L. Valdez Pierce. 1996. *Authentic Assessment for English Language Learners: Practical; Approaches For Teachers*. USA: Longman
- Harmer, Jeremy. 2001. *The Practice English Language Teaching*. Essex: Pearson Education Limited.
- \_\_\_\_\_. 2004. *How to Teach English*. Essex, UK: Longman.
- Harsyaf, Hj. Nurmaini M.Y., and Zakhwan Izmi. 2009. *Teaching Writing*. Jakarta: MGMP
- Hornby , AS. 1995. *Oxford Advanced Learner's Dictionary of Current English*. London: Oxford University.
- Lado, Robert. 1964. *Language Teaching: A Scientific Approach*. New York: MC Grow Hill.
- Mackey, Alison and Susan M. Gass. 2005. *Second Language Research Methodology and Design*. New Jersey: Lawrence Erlbaum Associates, Inc
- Miles, Mathew B.A. and Michael, Huberman. 2007. *Analysis Data Kualitatif (Translated Edition) By Tjetjep Rohendi Rohidi*. Jakarta: UI Press.
- Moleong, Lexy. J. 2010. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya Offset.
- Nation, I.S.P. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Routledge
- Nation, I.S.P. and J, Newton. 2009. *Teaching ESL/EFL Listening and Speaking*. New York: Routledge
- Nunan, David. 1989. *Designing Tasks For The Communicative Classroom*. Cambridge: Cambridge University Press.
- \_\_\_\_\_. 1991. *Language teaching methodology: A textbook for teachers*. London: Prentice Hall.
- \_\_\_\_\_. 2003. *Practical English Language Teaching*. New York: McGrawhill.
- Richards, C Jack and Charles Lockhart. 2007. *Reflective Teaching in Second Language Classrooms*. New York: Cambridge University Press.

- Richards, Jack C and Willy, A., Renandya. 2002. *Methodology in Language Teaching: An Anthology Of Currant Practice*. Cambridge: Cambridge University Press.
- Richards, Jack C and Theodore S, Rodgers. 2001. *Approaches and Method in Language Teaching*. Cambridge: Cambridge University Press.
- Seliger, Herbert W and Elara, Shohamy. 1989. *Second Language Research Method*. New York: Oxford University Press.
- Sutopo, H.B. 2006. *Metodologi Penelitian Kualitatif*. Surakarta: Universitas Sebelas Maret.
- Tarigan, Henry Guntur. 2008. *Menulis*. Bandung: Angkasa
- Westwood, Peter. 2008. *A Parent' Guide to Learning Difficulties: How to Help Your Child*. Victoria: Acer Press
- White, Ron and Valerie Ardnt. 1991. *Process Writing*. Harlow: Longman Group Uk- Limited.
- Yin, K. Robert. 2009. *Case Study Research Design and Methods: Fourth Edition*. California: Sage Publications Inc.